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TEACHERS' PERCEPTION OF THEIR TEACHER TRAINING PROGRAM AND THE TYPES OF APPROACHES TO THE LEARNING PROCESS: COGNITIVE, AFFECTIVE OR CONFLUENT

BY

SANDRA LOUISE ELDER

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IN

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.....
Supervisor

.....

.....

DATE SEPTEMBER 27/82

"It is the greatest of all mistakes to do nothing because you can only do a little. Do what you can."

Sydney Smith

Dedicated, with love, to my husband who encouraged me to utilize my potential.

ABSTRACT

The goal of the confluent humanistic education movement is to develop an integrated education program to create a place for learning by the "whole" person. It involves the integration of both the feelings (affective) and thoughts (cognitive) in individual and group learning.

This study is an evaluation of the teacher training program at the University of Alberta. It is also a study of the confluent approach to training and learning. One hundred teachers in the field were asked to volunteer their thoughts and feelings about the concerns and needs stemming from their individual teacher training programs. The methods used to obtain this information were (a) a personal interview with each of the 100 volunteers and (b) the completion of two objective questionnaires: Teacher Needs Assessment Survey and Teacher Concerns Questionnaire.

The results of the data accumulated on the subjective test instruments suggested that 32 of the 78 University of Alberta graduates viewed their teacher training as being cognitive. Of the 100 teachers interviewed, 89 expressed a concern about the relationship between the theoretical and practical parts of teacher training. Ninety percent of the teachers supported the use of the confluent approach in the education process. The 100 teachers who volunteered their assistance with this study indicated an appreciation that such a study of teacher training was being done and that their opinion in this regard was being

considered valued information. Involvement of teachers in the field with teacher training programs is a significant outcome of this study.

The results of the data accumulated on the objective test instruments indicated a need to develop teacher training programs in the area of the affective domain. The Teacher Concerns Questionnaire (Texas, 1978) showed a high level of concern about the following statements: meeting the needs of different kinds of students (69/99); guiding students toward intellectual and emotional growth (58/100); whether each student is getting what he needs (53/100) and challenging unmotivated students (53/100). The Teacher Needs Assessment Survey (Indiana, 1975) data results showed a need for skill training in the area of discipline (51/100) for the self and (59/100) for others; developing pupil self (43/100) and individualizing instruction (41/100) for the self and (48/100) for others. These results are an indication of the need for more stress on the affective domain to create the balance between training in the areas of the affective and cognitive domain in teacher training. This information supports the findings obtained at the University of Indiana by Gary Ingersol in 1975. Of the two objective test instruments, the Teacher Concerns Questionnaire was a more reliable and valid test instrument for this study.

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CHAPTER I

RATIONALE FOR INVESTIGATION

Today's teacher faces an increasingly more complex and demanding responsibility to teach our children. The challenge in education has been to get "back to the basics." The "basics" were traditionally considered to be the 3 R's: Reading, Writing and Arithmetic. The "basics" may no longer mean the 3 R's because we have to define what the "basics" are in the 1980's. One possible redefinition revolves around the idea of expanding from the traditional academic base to the "whole" person - that is, education would encompass the physical, mental, emotional and social sphere of the individual (Paton, 1975). This new approach, referred to as confluent education, means that a person can no longer separate these functions, but must learn to deal with them together. The process is based on the idea that a thought cannot exist without an accompanying feeling, and vice versa, a feeling may not exist without some accompanying thoughts.

The roots of this new approach must necessarily begin with those who will deliver it--the teacher--and the teacher training program. Those who support the confluent approach to education are critical of the present teacher training programs:

> If students are to learn who they are, how they feel, and what ideas have meaning for them, the teacher who wishes to help them must first know who he is, how he feels, and what ideas have meaning for him. (Herbert & Williams, 1969, 46)

A definition of confluent education suggests that the integration of both the cognitive and the affective needs of the individual teacher within his personal development is necessary for him to become a competent teacher.

The traditional teacher training program involves courses of a general information level in the field of arts, sciences, child development, curriculum instruction, administration and the practical experience of teaching. The author wonders if the average teacher training program as it now exists lacks a vital area - the emotional development of the teacher. There are no compulsory courses dealing with the personal development of the teacher and allowing for the teacher trainee to take a look at his individual needs, concerns and feelings about being a teacher. How the teacher trainee feels about himself has a direct relationship to how he is able to teach. It has been said that the human emotional qualities of the teacher are the very heart of teaching (Greenberg, 1978).

In April 1976, the Faculty of Education at the University of Alberta established an Undergraduate Studies Revision Committee (USRC). The USRC committee was directed "to thoroughly examine the Faculty's B. Ed degree and teacher certifications." The following recommendations were made under the evaluation of the course and program:

(1) The Faculty undertake to continuously monitor its courses and programs, co-ordinate the development and implementation of revisions

and stimulate and facilitate change when appropriate, and

(2) The Faculty support a planned, integrated and co-ordinated program of research on teaching and preparation. (April 1977, 9)

The USRC committee outlined their concerns and proposals about the B.Ed. degree program at the University of Alberta in their April 1977 report. These concerns and proposals are as follows: (pgs. 2-11)

(1) Selection, Admission and Retention

Candidates for teaching must possess the intellectual capacity to comprehend, assimilate and articulate the theoretical and research-based knowledge offered in our academic teacher education programs. Candidates for teaching must have the ability to implement and utilize the theoretically-based knowledge in the teacher-learning transaction, and to demonstrate the communication skills and interpersonal skills which contribute to effective teaching and learning.

(2) Effects of Size

A large faculty size results in a more impersonal environment and therefore requires more awareness on the part of the staff members to expand procedures and activities in order to reach a larger percentage of the student body.

(3) Essential Skills and Knowledge

The Faculty of Education must be aware of the essential skills and knowledge that constitute an adequate teacher preparation

program. Continual changes in our social environment mean that teacher preparation programs are in a state of continual variation and change in order to meet the needs of those they will teach (p. 6).

(4) Field Experience

There is a recognition of the importance of these field experiences to the teacher education programs. There is also a need for school-based personnel to be partners in this task and their contribution to the planning, conducting and evaluating of these experiences must be sought and respected (p. 8).

(5) Course and Program Evaluation

It is important that evaluation information be accepted as an indicator of program effectiveness (p. 9). The USRC committee expressed the need for research to assist in course and program development.

(6) Models of Instruction

The exposure of teachers in training to teaching styles, methods and techniques should be a program objective (p. 8). Exposure such as this should be presented on a continuum throughout one's teaching career in order to be a current and progressive teacher.

(7) Partnership in Teacher Education

It is important that the faculty acknowledge the partnership nature of teacher preparation and establish channels of communication that will allow for comment, suggestion, reaction and dissemination of information (p. 10 & 11). While there are many voices to be heard,

none is of greater importance to the Faculty, than that of the teaching profession (p. 11).

In May 1977, the Faculty of Education Council established the Committee on Basic Skills and Knowledge (CBSK). This committee was asked to identify the skills, competencies and knowledge essential to teaching. They were to recommend ways in which the undergraduate teacher preparation programs of the University of Alberta be altered to ensure that these skills and knowledge areas would become a required part of each teacher's training. (April 1978, p. 1)

The CBSK committee recommended that senior students have the opportunity, with the help of the university professors, to integrate the various skills and knowledge areas of their programs. This integration should provide the students with the opportunity to reflect what they have learned as well as to experiment with these ideas. (April 1978, p. 4 & 5)

The CBSK committee recommended that the idea of the <u>required</u> Senior Elective in the fourth year of the program be approved for purposes of planning and experimentation, and that the Departments of Educational Administration and Educational Psychology be encouraged to introduce, on a trial basis, the course, Communication and Organizational Behavior. These two departments were encouraged to prepare proposals for courses to fulfill this requirement. (April 1978, p. 6, #4)

The long range plans seem to be toward viewing the assessment

of teacher training as being a never ending process which requires frequent evaluation and research on the part of university professors, teachers in the field and some members of the public.

Purpose of the Study

One of the objectives of this study is to verify the need to broaden the scope of teacher training programs at the University of Alberta. In order to accomplish this task the teacher training program must introduce compulsory courses in the area of the affective domain. The author does not intend to suggest the deletion of those courses that pertain to the cognitive domain, but rather to suggest the integration of both the affective and the cognitive areas within the overall program. We need teachers who can communicate both their thoughts and feelings in the learning process. This approach will facilitate the development of an education system that focuses on the "whole" person.

The study directs its attention toward an awareness of the needs, concerns, feelings and thoughts of the teachers who are now teaching in the schools. Research studies have suggested the need to utilize teachers, themselves, in evaluating and implementing the necessary changes in the teacher training programs.

> If we want to know how people feel, what they experience and what they remember, what their emotions and motives are like, and the reasons for acting as they do ..... why not ask them? (Allport, 1942)

Three test instruments were utilized in this study: (1) The Personal Interview, developed by the author, was composed of the

necessary demographic data and the remaining questions looked at the needs, concerns, thoughts and feelings of the teachers with respect to their training; (2) The Teacher Needs Assessment Survey is an in-service needs assessment survey that was developed by the National Center for the Development of Training Materials in Teacher Education at the University of Indiana in 1975. This test instrument consists of 41 statements about the need for skill training that the subject had to answer in relation to himself and in relation to other teachers in the field; (3) The Teacher Concerns Questionnaire is a checklist designed to explore what teachers are concerned about at different points in their careers. It was developed by the Research and Development Center for Teacher Education at the University of Texas in 1978. This questionnaire consisted of 15 statements about teacher concerns that the subject answered by selecting from a range of responses ("not concerned" (1) to "extremely concerned" (5)). In order to evaluate the teacher training program at the University of Alberta, both subjective and objective data were compiled. This study will conclude with comments and recommendations for further evaluations of teacher training programs.

CHAPTER II

REVIEW OF THE RESEARCH LITERATURE

A. The Role of Teachers and Students in the Development of Teacher Education Programs

The basis for establishing a need for change in teacher development programs is founded on the fact that the educational environment, i.e. students, intellectual concepts and society is in a state of flux and continual change. Approaches that were once appropriate to deal with difficult situations faced by teachers may no longer be applicable. Since the individuals who are part of the learning process and the society of which it is a part are continually bombarded with change, it seems logical that the teacher training programs must also continually assess and alter their skill training programs. If the teaching profession does not monitor its own profession in the training area, it may be faced with the possibility of having no say at all in its future demise (Paton 1975, Neatby 1953 & Youngs 1977).

The key to knowledge and understanding in this area is based in research (Kaye 1970, Summers 1978 & Gajewski 1978). Research in teacher education can be achieved more effectively if it occurs in the classroom (Gajewski 1978). The teachers who are faced with the student of the 80's will possess a wealth of information about the needs and concerns of today's student (Gajewski 1978). Research that takes place at the university often becomes isolated from the reality of the

classroom situation and is no longer relevant.

Ultimately the goal of the learning process is to fulfill the needs and concerns of the students and the teachers within the educational system. Students spend a large percentage of their life in school. Because of this fact, we have the opportunity and the time to program them in whatever way we see fit (Flescher 1972). It is vital in this age of vast technology, world conflict and poor economy that we provide the necessary tools for these students and teachers to make appropriate decisions (Flescher 1972). The students themselves are a valuable source of information for future ideas about teacher education programs (Wees 1971, Caouette 1980 & Leeds 1971, 1974).

One particular study which took place at University of Leeds (1971), concentrated on the needs of the teacher and the needs of the children in formulating an adequate teacher education program. This study was conducted in two stages: the first looked at the objectives of teacher education, while the second focused on the development of new courses and methods, their implementation and evaluation.

Stage One involved a group of college tutors and school teachers from the primary, secondary and special schools in Leeds. Fundamental to both teaching and teacher education were the needs of the children who would be taught. A list of the needs of children according to their age group was formulated. The knowledge, attitudes, and skills that teachers would require if they were to meet these needs were considered. The objectives of teacher education were seen in

terms of three areas: (1) Professional skills and techniques; (2) Knowledge and understanding and (3) Personal qualities.

Stage Two of the study outlined a survey of the views of a large sample of teachers on the structure and content of their courses. Completed questionnaires were received from 4,240 teachers representing a forty-five percent response rate. Some of the questions asked on the questionnaire pertained to: (1) entry qualifications; (2) the relationship between theory and practice; (3) the preparation for teacher practice; (4) the allocation of time to teaching practice; (5) the supervision of teaching practice; (6) the probationary year of supervision and guidance; (7) supervision and guidance. The results of the questionnaire answers can be studied in Appendix D.

The implications of the results of such a survey led the researchers to conclude: that the views of practicing teachers are significant because of their involvement in teaching practice; the college course is a major means by which their future colleagues are produced, therefore a closer relationship between the colleges and the schools will facilitate better communication and better understanding of the college preparation process.

In order to increase this understanding between the teachers and the colleges, the researchers in the Leeds study made the following suggestions:

(1) an introduction of a system whereby regular classroom teachers work with college teacher educators.

(2) the inclusion of some representatives of teachers on committees and boards of studies of colleges and institutions.

(3) a more open door policy within colleges to teachers in the field.

(4) colleges must keep schools fully informed about matters relating to teaching practice.

(5) regular meetings between college tutors and teachers

(6) visibility of college tutors within the school setting.

B. Confluent Approach to the Learning Process

In order to formulate a good understanding of the meaning of a confluent approach to the learning process, the author would like to outline two definitions that were formulated by two different researchers in the field of education. Van Camp (1976) defined confluent education as being a system that attempts to merge the cognitive, affective, psychomotor and connative aspects of learning and teaching. Van Person (1978) elaborated on this definition, describing confluent education as being the relationship between the cognitive material and the immediate life of the student. The theme of confluent education is the development of a sense of responsibility for one's own actions.

The confluent approach to the learning process is often compared to the humanistic approach to education. The supporters of humanistic education believe that if the approach to education does not deal with all three aspects of the individual (affective, cognitive, and

psycho-motor stages of development) then it is inadequate and unacceptable (Vallet 1977). Not only is it important to introduce "human development" courses to the classroom that incorporate all three aspects (e.g. Magic Circle (Palmer 1970) and DUSO (Dinkmeyer 1968), it is also essential to the process of effective learning to provide the opportunity for the teachers to deal with all their stages of development.

In order for productive learning to take place the teacher needs to create a good emotional environment. Even though we are moving toward the age of advanced computer technology in education, a machine is not capable of providing the necessary emotional climate for learning to occur (Ginott 1972). This need can be fulfilled by the teacher in the classroom who is concerned about the intellectual, emotional and physical development of children (McMurtry 1974).

The research literature discusses the fact that the concepts of learning can be categorized into two types: cognitive and affective. In order for the teacher to create a well-balanced approach to learning she must consider both the cognitive and affective processes. One process helps the other in creating an overall picture of effective learning (Mikalachki 1973; Miller 1974; Hurst 1980; Rubin 1973). One of the important concepts of confluent education is integration. It can be best achieved through the relationship of intellectual tasks and the experiential aspects of the curriculum (Miller 1974).

The issue of integrating the cognitive and affective components

has also been broached at the physiological level. A research study done by Miller (1977) outlined the importance of educating both sides of the brain. He cited Robert Samples' (1975) research in this area. Samples believed that the left hemisphere of a right handed person is responsible for language and mathematical functions or what we may refer to as cognitive learning. The right hemisphere of the brain is associated with the intuitive and affective learning area. Miller stated that school curriculum is oriented toward the left side of the brain. Therefore, educational systems tend to ignore a large part of human potential and development. Educators need to establish a good balance between both sides of the brain and an interaction of both sides of the brain. Samples (cited by Miller 1977) found that the student's self-esteem correlated highly with academic achievement when right hemisphere functions were created in the learning process likewise, the skills associated with left hemisphere functions increased.

A concern of researchers in the development of the affective concepts is related to the teacher's personal development. The fact emerges that teachers should have some experience in exploring their own feelings before they are able to deal with the exploration of the students' feelings (Rubin 1973). It is also inferred that the personal development of the individual teacher may be the missing link between the theory and practice of teachers in training (Myrow 1978). In order for learning to take place the teachers need to understand and deal with their own feelings and concerns about teaching.

> A young teacher wrote this about teachers: Theorists consider the individual child but few training colleges consider the needs of the individual teacher when the question of method is discussed. Most modern methods make great demands on the personality of the teacher. This involves the whole business of teacher training and teacher selection: most teachers feel that it is unfair to have imposed upon them methods with which they can't identify themselves. (Hourd 1972, p. 65-66)

The next issue at hand is how to create a confluent approach to learning. Various researchers have suggested techniques to utilize in establishing a confluent approach. The author will provide an overview of some suggested ideas. Rogers (1974) outlined a program of change in teacher training. The necessary steps required to establish such a program are:

(1) a large number of skilled facilitators who are familiar with the small group process.

(2) the formation of task-oriented groups who would study how teacher training programs can help the whole person to learn. These groups would consist of students and faculty.

(3) the study of this topic by these task oriented groups would involve learning as whole persons and not just in a cognitive manner.

(4) a three week program of the intensive group experience with both cognitive and experiential components.

(5) a follow up session with each small group every week to discuss any problems.

(6) a weekend meeting three months later for the same group to discuss problems, to evaluate changes and to discuss future steps in the direction of change.

(7) the facilitators chosen must possess attitudes for whole-person learning.

(8) no person can be discharged because of dissent for usual practices in the faculty or because of the use of innovations in the classroom.

Bergbush (1979) listed the nine elements that help to create a confluent approach to learning. These nine elements are:

(1) responsibility - ability to accept one's actions or inactions.

(2) convergency - relating whatever is happening to the individual's own experiences.

(3) divergency - the connecting of the outside world to the classroom

(4) evaluation - the seeking of other opinions and the stating of values in order to clarify and express one's own opinion.

(5) connectedness - having a positive relationship with others.

(6) sense of identity - a clear perception of himself as separate from other people and having a feeling of self-esteem and worth.

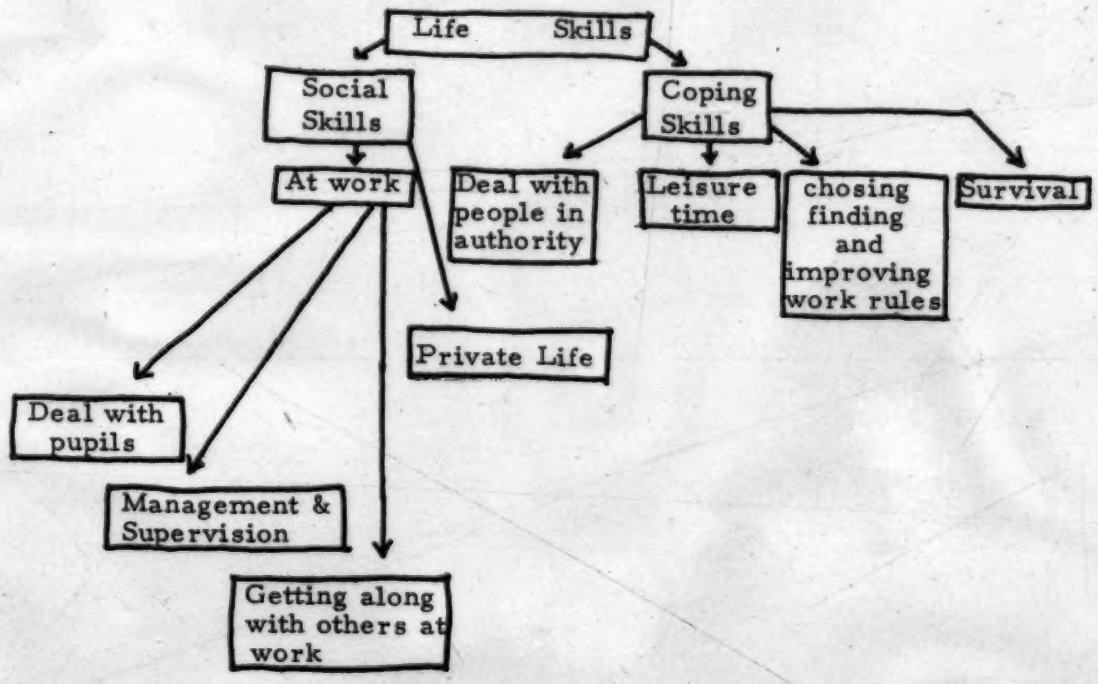
(7) power - a sense of having control over what is happening to oneself.

(8) context - evaluating everything in terms of what is going on at the moment and how it is going on.

(9) Gestalt - the satisfaction of finishing or closing a situation and making what is only implied, clear and open.

Jack Chambers (1977) outlined a possible in-service training program that could help meet the needs of teachers. This program is based on the life skills program developed by Canadian Newstart. He defined this approach to in-service training as being problem solving behavior appropriately and responsibly used in the management of personal affairs. The following diagram illustrates the issues that are dealt with in such an approach (Chambers 1977, p. 15).

FIGURE 1



Chambers outlined a "taxonomy" of skills needed for/by teachers. This taxonomy tries to suggest a structure for a 'continuing teacher-training framework which would enable those with the responsibility for developing and encouraging in-service training programs to recognize and judge what they are about in helping teachers to improve or enhance their repertoire of effective behaviors in their working life (Chambers 1977, p. 14).

Chaney and Passmore (1971) introduced the idea that the implications for teacher training requires a behavioral commitment towards the idea of a balanced educational experience. It would be balanced in terms of knowing, doing and feeling. The model presented by Channey and Passmore consists of three phases: (1) building feelings of competence and worth; (2) building sensitivity to self and others and (3) building sensitivity to process and process awareness in professional identity. The three phases provide a basis for the development of the affective level of teacher training. This model requires the use of group processes in order for its goal to be accomplished.

The Department of Education in the Province of Alberta has established an ad hoc committee to develop a new health curriculum at the elementary level. This health curriculum defined health as being in a state of complete physical, mental, intellectual, social and spiritual well being. The health curriculum would consist of the following themes: self awareness and acceptance; relating to others; body knowledge, care and maintenance; human sexuality (optional); life careers and life styles.

It is hoped that this new health curriculum will be implemented into the Alberta school system by September 1982. An expressed concern about implementing this program is the need to train teachers who are capable of teaching such a health course.

C. The Importance of the Interpersonal Relationship in the Learning Process

Rogers stated in his book, The Human Encounter: Readings and Education (1965) that the teacher's role is not to teach so much as it is to facilitate learning. Educators need to focus on the how, why and when the student learns and the conditions which facilitate learning (Rogers 1965).

One of the major conditions that tends to facilitate the learning process is the interpersonal relationship that exists between the teacher and the student (Rogers 1965; Hourd 1972). It is as a result of this relationship that a rapport and a mutual respect is established between the teacher and the student and facilitates the learning process. Boy and Pine (1971) defined teaching as being a personal expression of the self. It is in response to, and in relationships with, the person, that the students' personal growth occurs. The type of emotional climate in the school has a direct effect on the process of learning. If we create facilitating humanistic relationships in the classroom we are more likely to view students as people rather than numbers. Perhaps this attitude can help to create a more humane attitude toward the student population and therefore a better emotional climate for the teachers too

(Saltmarsh, Hubele & Canada, 1975).

Rogers (1965) stated that in order for productive learning to take place, there must exist certain qualities in the personal relationship between the teacher (facilitator) and the student (learner). According to Rogers these qualities are: realness - which is being yourself and not denying yourself; prizing the learner's feelings, opinions and his person; and empathic understanding which is the ability to view the world through the student's eyes. He is able to substantiate the importance of these qualities in the learning process by providing such evidence as Emmerling's (1961) study of high school teachers. Emmerling found that those teachers who exhibited a positive attitude toward their students facilitated the learning process. Another study by Aspy (1965) dealing with third graders demonstrated the direct relationship between reading achievement and the presence of the above three qualities that facilitated the learning in the facilitator.

D. Personal Development Courses in the Teacher Education Programs

If we believe that teachers in the field and teachers in training need to utilize the confluent approach to learning, then it follows that the concepts that relate to confluency must be understood and applied in the job of teaching. The ability to implement the affective and cognitive concepts and to create the appropriate environment requires an individual who is personally able and willing to handle this type of approach to learning. The ability to deal with both the emotional and the intellectual aspects of the students depends on the individual teacher's

personal development in these areas. We can insure the personal development of the teacher through the use of courses at both the pre-service and in-service levels of teacher education. Personal development courses help the teachers to learn more about themselves and their students (Myrow 1978).

The use of a systematic guide for developing constructive interpersonal communications was developed by Carkhuff and entitled The Art of Helping (1973). The use of this guide was pioneered by Aspy (1969) when he demonstrated that students taught by teachers who have developed good interpersonal skills achieved higher academic success than those who were taught by teachers who had lower levels of interpersonal skills (Holder & Hicks, 1977).

Elizabeth Dillon (1978), the Director of Staff Development for the Lincoln Nebraska Public School System, discussed the need to look at our pre-service and in-service education programs. She stated that there is a lack of preparation for teachers in training in the area of coping with stress:

> It is time for teacher education institutions and school districts with heavy investments in staff development to provide the protective armour for the precious human resources represented by our teachers and administrators. (Dillon 1978, p. 30)

E. The Role of Group Dynamics in the Teacher Education Programs

An awareness and knowledge of how groups function is an asset to further learning and understanding on the part of the teacher (Saltmarsh, Hubele, Canada, 1975). The dynamics of group behavior is one of the

biggest hurdles that teachers must overcome (Hannam, Smyth & Stephenson, 1976). Teachers are faced with groups of children everyday. There is a difference between dealing with individual students and dealing with students in a group. The same student that a teacher may work with on a one to one basis may change their behavior when put in a group situation. The influence of group pressure and personal identity within the group can cause the individual student to become a problem once he becomes a part of the group. Therefore, an important part of the teacher training program is an understanding and an ability to know and work with children in groups (Hannam, Smyth & Stephenson, 1976).

F. The Evaluation of Teacher Education Programs

Educators need to know how well a teacher education program is preparing teachers to function successfully in the classroom. We need to evaluate both the product, or teacher, and the process, or program. The University of Kentucky, College of Education, has created a procedure used to evaluate the process, or program. It consists of three steps: (1) evaluation procedure which is a questionnaire where teachers rated themselves on twenty-five items regarding required skills in methods and curriculum as well as two open ended questions focusing on (a) identification of help areas that best prepare them for teaching and (b) identification of needed program changes; (2) survey analysis which is the data being examined to determine the problem and non-problem areas and the extent to which program graduates agreed with the faculty

task force. The responses to the open ended questions in the evaluation procedure were reviewed and classified; (3) other data sources, such as survey data, were combined with information from prior studies and from student interviews. The most interesting outcome of the evaluation procedure was the development of new channels of feedback between recent graduates and faculty (Middleton & Cohen, 1979).

What do we know about teacher training programs? Bush (1977) concurs that there are ten lessons we have learned about teacher training. These ten lessons are:

(1) Teacher preparation takes time.

(2) You cannot mass produce highly competent professional teachers.

(3) Practice must be frequent, varied, criticized and with feedback.

(4) The school and the university must both participate in the training - neither can do the job alone.

(5) In-service and pre-service training have more in common than previously imagined, and are probably better accomplished when done together. This will eventually lead to continuing, life-long program of professional development.

(6) The relationship between teacher training, parents and communities must be improved. There is a need to become more responsive to the real needs of students.

(7) Teachers need more knowledge in the areas of humanistic

studies and behavioral sciences that underlie educational practice.

(8) There is a need for teachers to have a sound, liberal or general education as well as a broad training in the subject area that they teach.

(9) The fact that the principle of individual differences applied to teachers and to teacher training as well as to the students.

(10) Excellent teacher training programs require money.

Black (1976) contended that the integration of theory and practice in the practicum is still a hit and miss affair. He presented a revision in the curriculum format of the teacher training program. The critical element is that the first practical experience be offered before the students have their methodology courses. Black maintained that the reorganization of teacher preparation experiences will provide a more meaningful picture of teaching and, therefore, facilitate the interest level of these teachers in training.

Morrison and Osborne (1975) outlined a teacher education program in a paper published in the Manitoba Journal of Education. They began by discussing the problem matrix in teacher education. The first problem is how to create programs that interact sound theory with effective practice. Likewise, teacher education tends to be limited to pre-service training only. The second problem is the under and over emphasis of skills. There is a need to develop a performance or competency based teacher education. The third problem is the function and

dysfunction of universities in the education of teachers. This problem is created because of the following situations: (a) establishing the relationship of teacher education to the community is difficult if not impossible to attain because of differences in expectations and structural separation of universities and public schools; (b) personnel in universities and public schools, due to differences in values, role motivation and approach to education, find it difficult to work together; (c) students at the faculties of education are directed towards maintaining the status quo rather than seriously changing it; (d) late adolescence may not be the opportune time in which to learn to teach because late adolescence is a time when self identity is a concern; (e) there is a series of problems in trying to utilize universities as sources of instructional models of public schools.

Morrison and Osborne (1975) described a developmental framework for teacher education. This framework was divided into nine stages:

(1) the pattern and process of human development should provide the basis upon which to determine the relevant ideas, experiences and processes in teacher education.

(2) education occurs in a social context and in a context other than school.

(3) today, the professional role of the teacher is inextricably intertwined with roles in other areas of professional service.

(4) teacher education should lead to a perception of reality in which the universe is viewed holistically.

(5) teacher education should consist of an examination of alternatives rather than a quest for the one right way to teach.

(6) supervision of teaching must lead to the development of both the personal and professional development of the student teacher.

(7) teacher educators should teach.

(8) teacher education should not simply fit students for existing schools.

(9) in-service and pre-service teacher education should be seen as a continuum. (Morrison & Osborne, 1975, p. 26-36)

G. Concerns about the Confluent Approach to Learning

Some of the research literature has supported the need for a confluent approach to learning. However there are areas of concern pertaining to the confluent approach to learning. Phillip Jones (1974) contended that teachers have a professional responsibility to upgrade their training in the area of human relations before tampering with students. Miller (1974) maintained that confluent education can be misinterpreted and misused. For example, it can lead to some teachers using the techniques as mere games. If these techniques are dealt with in this manner they can lose their intended value. Other techniques can also be powerful and require caution. The teacher must have a firm sense of his own identity if he is to engage in confluent

education. There is also the possibility of leading to emotional self indulgence which could lead to a lack of intellectual concepts. The confluent approach must possess a balance between the cognitive and the affective.

A. J. Williams and L. E. Foster (1979) discussed the humanistic approach to education emphasizing that "unless humanistic educators can clarify the content of education, i.e. the balance between the subjective and objective knowledge, they lay themselves open to criticisms" (p. 50-51). The criticisms are outlined as the following: (1) the affective element may make the content seem trivial and false; (2) the self may become diminished because the person only achieves recognition of his/her interpersonal behavior and (3) a reduction of the competency of the students to cope with and alter a society that functions in an historical, political, economic and individual way.

Summary

The research literature outlined in this chapter has raised some concerns about the way to develop the most effective approach to teacher training and its effect on the quality of the learning process. The key issues that were discussed are: (A) the fact that teachers hold the key to a wealth of information about teaching and learning. This information becomes a vital basis for further study and future research; (B) the question of the need for a confluent approach to the learning process and if so, how to achieve this need; (C) the suggestion that in order for productive learning to occur, there must exist an effective

interpersonal relationship between the facilitator (teacher) and the learner (student); (D) if educators believe and support the establishment of a confluent approach to learning, then they must be able to deal with both the emotional and the intellectual aspects of their students which is dependent on the teachers' own personal development; (E) in order to comprehend and deal with the dynamics of group behavior teachers need to understand and know the process of group functioning; (F) educators need to know how well a teacher education program is preparing teachers to function successfully in the classroom. We need to evaluate both the product, or teacher, and the process, or program; (G) an area of concern about the confluent approach to learning is centered around the need to create a balance between the subjective and objective knowledge.

In the light of the foregoing review of the literature, this study looked at three questions concerned with the learning process and teacher training:

Question 1: How do teachers perceive the cognitive approach to teacher education and the quality of the learning process?

Question 2: How do teachers perceive the affective approach to teacher education and the quality of the learning process?

Question 3: How do teachers perceive the confluent approach to teacher education and the quality of the learning process?

CHAPTER III

METHODOLOGY

A. Goal of the Study

To obtain from a sample of teachers in the field in the county of Strathcona and Edmonton School Systems, their views and concerns about their teacher training programs. These teachers were also asked their opinions about the confluent approach to the learning process.

Specific Aspects:

(1) The skill training needs of the individual teachers and the teachers as a group in an inservice program.

(2) The concerns of teachers about the job of teaching.

(3) The teachers feelings: negative and positive.

(4) Due to the importance ascribed to it in the research literature, a look at "burn-out" in the teaching profession.

(5) The teacher's individual philosophy of teaching.

(6) How the teachers perceive their individual teacher training program, i.e. affective, cognitive, confluent.

(7) The teachers' suggestions for changes in teacher training programs.

B. Definitions

Evaluation: an assessment

Perception: how something is viewed

Teacher: facilitator of learning

Teaching: the imparting of knowledge and the application of such in order to develop the appropriate skills.

Confluent Education: the integration of the affective and cognitive elements in the learning process (defined by George Isaac Brown).

Affective: the feeling aspect in the learning process.

Cognitive: the learning/thoughts associated with the intellectual aspect in the learning process.

C. Sample

The sample consisted of 100 elementary, junior and senior high school teachers from the county of Strathcona and the Edmonton Public and Separate School Systems. There were 62 females and 38 males in the sample. Of the 100 teachers, 79 were trained at the University of Alberta. The age range of the sample were:

Under 30:	41
30-45:	47
45-60:	11
Over 60:	1

The number of years of teaching experience were:

1 to 5 years:	39
6 to 10 years:	33
11 to 15 years:	11
Over 15 years:	17

The study took place in ten schools in the County of Strathcona. The arrangements to work in these schools were made through the Central Office of the Public and Separate School Systems. The volunteers for this study were obtained through the school principals or by asking for volunteers at the school staff meetings. The principals recruited

volunteers who were interested in such a study, willing to give an hour of their time and willing to have a taped interview.

D. Sampling Procedure

Once a list of volunteers from each school was completed the author arranged the appointment times for the half hour personal interviews. The two objective questionnaires were distributed to the volunteer teachers to complete on their own time and to return to the principal. Two interviewers were hired and trained by the author to do the personal interviews. The initial test sample of ten teachers was interviewed by one interviewer; the remaining ninety teachers were interviewed for a maximum of thirty minutes.

The author requested that the teachers return the completed questionnaires to the principal's secretary. The interviewer taped each interview as well as taking notes. The 100 interviews and questionnaires took four months to complete (February 1981 to May 1981). The interviews took place during school hours, after school and in the evenings. The majority of the personal interviews took place during the teachers' preparation periods.

E. Research Design

The method used to obtain the teachers' views on their individual teacher training was both objective and subjective. The objective method was achieved through the use of two test instruments developed in the United States. These test instruments were the Teacher Needs Assessment Survey and the Teacher Concerns Questionnaire. They

were both given to the teachers to complete on their own time and to be returned to the principal's secretary upon completion. The completion of these test instruments was self-explanatory. The subjective method was achieved through the use of a questionnaire that was developed by the author. The questionnaire was referred to as the Personal Interview. It was given to the volunteer teachers by the hired interviewer. The teachers' answers to the questionnaire were taped as well as written down on paper. Each questionnaire took thirty minutes to complete. The interviewer was told to simply ask the questions on the questionnaire without any interpretations except for the question pertaining to the confluent approach to the learning process. If the teacher did not understand what was meant by confluency, the interviewer was instructed to read a definition of confluent education by George Isaac Brown.

There were two stages in testing the teachers in this study. The first stage was the sample run to see if the test instruments and the questionnaire were accumulating the needed information. This sample run involved ten teachers at the elementary (3), junior high (3) and senior high school (4) levels. The second stage of testing involved the large sample of teachers needed for this study. The large sample consisted of ninety teachers at the three levels of teaching.

F. Instrumentation

(1) Personal Interview: This personal interview was developed by the author. It consists of sixteen questions. The first seven

questions are demographic in nature. The remaining nine questions pertain to the teachers' comments about their philosophy, feeling, concerns and issues related to their teaching and teacher training program (Appendix A).

(2) Teacher Needs Assessment Survey (Indiana 1975): This survey was developed by the Inservice Planning Committee and the National Centre for the Development of Training Materials in Teacher Education. It consists of 41 generally recognized problem areas in which teachers could be helped through in-service training. The teachers were asked to decide whether or not each statement on this survey constituted an area of need for themselves and for other teachers. They were required to mark the degree to which they agreed or disagreed with each statement as an area in which they felt that they needed some further skill training (SD - Strongly Disagree; D - Disagree; U - Undecided; A - Agree; SA - Strongly Agree) (Appendix B).

Table 1 outlines the comparison of the themes and factors found in the Personal Interview and the Teacher Needs Assessment Survey (TNAS):

TABLE 1

COMPARISON OF TEST INSTRUMENTS
(Personal Interview and TNAS)

Personal Interview	TNAS
Themes:	Factors
Relationship between theory and practice	
Discipline	Discipline
Personal Development of Students	Development of Pupil Self
Personal Development of Teachers	Development of Personal Self
Individual Differences	Individual Instruction
Interpersonal Communication and Administration	Interpersonal Communication and Administration
Classroom Management	Classroom Management
Level of Competence	
Diagnosis	Assessment

(3) Teacher Concerns Questionnaire (Texas 1978). This questionnaire was developed by the Research and Development Center for Teacher Education at the University of Texas at Austin. It consists of fifteen statements that measure the concerns of teachers in three areas: self, task and impact (Appendix C).

TABLE 2

COMPARISON OF TEST INSTRUMENTS

Personal Interview		T. C. Q. (Texas)
Questions		Statements
Question #8:	Frequent problems in teaching	Statement #1, 4, 5, 6, 8, 10, 14, 15, 12
Question #11:	Burn-Out	Statement #2, 7, 5, 10, 14
Question #12:	Confluent Education	Statement #11

(Note: Question #3, 9 and 13 on the T. C. Q. are not related to any questions on the personal interview)

CHAPTER IV

RESULTS

In Chapter IV, the results of the questionnaire will be discussed first. The test data results will be presented, followed by some analysis of the test data.

The total sample is described in terms of its principal variables in Table 3.

TABLE 3

VARIABLE DATA OF THE TOTAL SAMPLE (n=100)

Variable	Group	Frequency
Sex	Male	38
	Female	62
Forms Returned	Male	38
	Female	62
Age	Under 30	41
	30-45	47
	45-60	11
	Over 60	1
Years Experience	1-5 years	39
	6-10 years	33
	11-15 years	11
	Over 15 years	17

Table 3 (cont'd.)

Variable	Group	Frequency
Levels of Teaching	Elementary	39
	Junior High	35
	Senior High	26
University	U. of A.	78
	Other	22
First Choice of Vocation	Yes	63
	No	37
Amount of Student Teaching	Less than 4 wks.	2
	4-6 wks.	32
	8-16 wks.	58
	6 mos. to 1 yr.	4
	Over 1 yr.	1
	(2 no answer)	

Table 3 illustrates the following points of information:

(1) There is a higher percentage of female subjects than male subjects in the total sample.

(2) 100% of the forms were returned.

(3) The largest percentage of teachers (88%) is contained in the two groups "under 30" and "30 to 45".

(4) 12% of the total sample falls within the two groups "45 to 60" and "over 60".

(5) The largest percentage of teachers (72%) has taught for one to ten years.

(6) The smallest percentage (11%) of teachers has taught for 11 to 15 years.

(7) The largest percentage of teachers (74%) is presently teaching at the elementary and junior high school levels.

(8) The largest number of teachers in the total sample (78%) took their teacher training at the University of Alberta.

(9) 37% of the total sample did not choose teaching as a first choice of vocation.

(10) The largest percentage of time spent student teaching (58%) was between eight to sixteen weeks.

Questionnaire Data

Personal Interview: A test instrument consisting of sixteen questions developed by the author (Appendix A).

Table 4 outlines the nine themes of the teachers interviewed and the number of teachers who are concerned or not concerned about each of these nine themes.

TABLE 4

NINE THEMES OF TEACHER CONCERNS (n=100)

Themes	# Individuals Concerned	# Individuals Not Concerned
(1) Relationship Between Theory and Practice	89	11
(2) Discipline	46	54

Table 4 (cont'd.)

Themes	# Individuals Concerned	# Individuals Not Concerned
(3) Personal Development of Students	46	54
(4) Personal Development of Teachers	42	58
(5) Individual Differences	29	71
(6) Interpersonal Communication & Administration	25	75
(7) Classroom Management	17	83
(8) Level of Competence	6	94
(9) Diagnosis	5	95

Table 4 illustrates that the majority of teachers (89%) felt the relationship between the theoretical and the practical approaches in teacher training is an important concern. One teacher stated that "there's no way that you can portray the reality of the classroom in an academic way." The top three concerns of the teachers in this study were: the relationship between theory and practice; discipline and the personal development of the students. The same number of teachers were concerned about the discipline and the personal development of students. This could be an indication of the relationship between the two themes. The research literature suggests that if a teacher shows concern about the development of his students, the number of discipline problems in the classroom diminishes. Teachers showed little if any concern about the level of competence in their particular subject matter

and in the area of diagnosis. Several teachers expressed the idea that most of their learning about teaching took place after they had finished their teacher training program.

Table 5 indicates the comparison of responses to the nine themes in the personal interview by the first year teachers and the teachers that have taught for over fifteen years.

TABLE 5

COMPARISON OF RESPONSES TO NINE THEMES ON PERSONAL INTERVIEW

Themes	First Year Teachers (n=11)			Over Fifteen Years Teachers (n=17)		
	Rank	Frequency	%	Rank	Frequency	%
(1) Theory vs. Practice	1	9	89	1	15	88
(2) Discipline	2	7	67	4	7	41
(3) Personal Development of Students	6	1	11	6	4	24
(4) Personal Development of Teachers	-	-	-	7	3	18
(5) Individual Differences	4	4	22	6	4	24
(6) Interpersonal Comm. & Admin.	3	5	44	2	10	59
(7) Classroom Management	5	2	11	5	5	29
(8) Level of Competence	6	1	11	8	2	12
(9) Diagnosis	3	5	44	3	8	44

Table 5 supports the data in Table 4 in that the number one concern is the relationship between the theoretical and the practical part of

teacher training. Themes #2, 4, 5, 6, and 8 vary in rank and frequency of responses from the first year teachers and the teachers who have taught for over fifteen years. Themes #3, 7 and 9 were ranked in the same order by both the first year teachers and the teachers who had taught for over fifteen years.

A random sample of thirty teachers expressed their concerns about their teaching experience and training. All of the teachers (100) in this study made comments about their concerns about their teaching experience and training. This information is significant to the study because it is the teachers' perception of their teaching experience and training. The interviewer observed that the teachers seemed to want to express their feelings and thoughts about teaching and their training. An outline of the comments of this random sample of thirty teachers is located in Appendix F.

A specific question on the personal interview asked the teachers to indicate their perception of the type of teacher training program they were exposed to in their teacher education. The results of this question are outlined in Table 6.

TABLE 6

TEACHER PERCEPTION OF TEACHER TRAINING PROGRAM (n=98)

Number of Subjects	Confluent	Cognitive	Affective	Total
University of Alberta 76	32	38	6	76
Others 22	11	11	0	22
Total	43	49	6	98

A Pearson Chi Square analysis (McCall, 1970) was conducted on these data and was not found to be statistically significant, .05 being used as the cut off point. Therefore the relative distribution of the confluent, cognitive and affective scores are not contingent upon whether the students were from the University of Alberta or some other university. What is significant is the statistic that 6 of the total sample of 98 teachers perceived their teacher training program as being affective; 50% of the teachers interviewed perceived their teacher training as being cognitive and 43% of the teachers interviewed perceived their teacher training as being confluent. Similarly the teachers who received their teacher training from a university other than the University of Alberta perceived their training as being 50% cognitive; 50% confluent and none viewed their teacher training program as being affective. (See Appendix G for the Pearson Chi Square analysis on Table 6.)

The fact that the teachers expressed a large amount of concern about the relationship between the theoretical and the practical approaches to teacher training is an indication of a need for a better balance between the two approaches. One is neither better nor worse than the other, but together, they help to achieve the goal of creating a credible teacher training program.

Although it is not conclusive from the interview data, it is possible that the teachers chose the area of practical training as a number one concern because of a need for further development of the individual teacher in the area of the affective domain. Individual comments about

the cognitive part of the teacher training program vary from one teacher to another. The majority of teachers interviewed perceived a great deal of the cognitive component of their education as being necessary and useful; however, they also expressed a weakness in their preparation as to how the cognitive component could be generalized to practical classroom situations.

TABLE 7

COMPARISON OF DATA ON PERSONAL INTERVIEW OF U OF A GRADUATES (n=78)

Themes	First Year Teachers (n=9)			Over Fifteen Year Teachers (n=15)		
	Frequency	%	Rank	Frequency	%	Rank
(1) Theory vs. Practical	9	100	1	13	87	1
(2) Discipline	5	56	2	6	40	4
(3) Personal Development of Students	0	-	-	4	27	5
(4) Personal Development of Teachers	-	-	-	2	13	7
(5) Individual Differences	3	33	3	3	20	6
(6) Interpersonal Comm. & Admin.	5	56	2	10	67	2
(7) Classroom Management	2	22	4	4	27	5
(8) Level of Competence	1	11	5	1	7	8
(9) Diagnosis	5	56	2	8	53	3

Once again the number one concern of the teachers who are U of A graduates was the relationship between the theoretical and the practical approaches to teacher training. The percentage of teachers who expressed this concern represented a significant number. There was a variation in the rank order of importance throughout the remaining eight themes. It is important to notice the variation that lies between the concerns of the first year teachers and the teachers who have taught for over fifteen years.

Another important issue that was raised on the personal interview pertained to the belief in a confluent approach in education. The results of this question were very significant. These results are outlined in Table 8.

TABLE 8

FREQUENCY OF RESPONSES TO QUESTION #12 ON PERSONAL INTERVIEW (n=100)

(#12 (a) Do you believe in a confluent or humanistic approach to education?)

Yes Responses	No Responses	Undecided Responses
90 (90%)	5 (5%)	5 (5%)

Further data was obtained in the second part of question #12 when the teachers were asked "How would they handle a confluent approach within the education process?" The results of the answers to this part of the question are outlined in Table 9.

TABLE 9

CATEGORIES AND FREQUENCY OF YES RESPONSES TO QUESTION #12 (b) ON THE PERSONAL INTERVIEW

(#12 (b) How would you handle a confluent approach within the education process?)

Categories of Yes Responses	Frequency
A. Integration:	
"I like to see a mixture of the two." (2)	
"It is an integration." (2)	
"It is an integration of the affective and cognitive." (1)	
"It needs to be a dual approach." (1)	
"Interpersonal relationships have both cognitive and affective elements." (1)	
Total =	7
B. Size:	
"It is very effective in small groups." (1)	
Total =	1
C. Balance:	
"I vary teaching to develop the mind and the feelings." (1)	
"Be sensitive to the thoughts and feelings." (1)	
"You need a balance of the cognitive and the affective." (1)	
"You can't do one without the other." (1)	
Total =	4

Categories of Yes Responses (cont'd.) — Frequency

D. Holistic Approach:

"It is teaching realistically." (1)

"Relate teaching to the child's life." (1)

"I try to relate to job skills." (1)

"It makes education relevant." (1)

"The students will like what they learn because it makes it real." (1)

"It relates learning to their interests and gets them involved." (1)

"You can't teach without it." (1)

"Relates to life and life skills." (1)

"You need to give examples that the student can relate to." (2)

"It is idealistic." (1)

"Subject matter is not everything." (1)

"We must teach kids not curriculum." (1)

Total = 13

E. Application:

"I need to use it in Social Studies." (5)

"Perspectives for Living." (2)

"I want students to become honest and responsible." (1)

"I tell the students to draw what they feel." (1)

"I plan lessons as to how they will affect the class." (1)

"I like it at certain times and subjects." (1)

Categories of Yes Responses (cont'd.) — Frequency

"It creates interests and discussion." (1)

"It is difficult to do because the school system doesn't allow for it." (1)

"It is difficult to use in a Math. Class." (1)

"It is a daily thing." (1)

"I try to do this outside of the classroom setting." (1)

"I don't know an elementary teacher who does not use it." (1)

"I use it a lot." (1)

Total = 18

F. Teacher as a Human Being:

"I use my own personality in class." (1)

"I must be real and I make mistakes too." (1)

"You need to be flexible." (1)

"I am honest, open and praise the students." (1)

"I have good communications, I am consistent and we discuss the feelings." (1)

"Personal experiences are a part of teaching." (3)

"Self-disclosure is important." (2)

"You must be like a parent, friend and be understanding." (1)

"You must be aware of the student." (1)

"It is an intuitive approach." (1)

"It can be dangerous to use and you need some guidelines." (1)

Categories of Yes Responses (cont'd.) — Frequency

"If you are aware you are a confluent educator." (1)

"It happens naturally." (1)

Total = 16

G. Students as a Human Being:

"Students are people too." (1)

"Each student is unique." (1)

"You need to build the students' confidence." (2)

"It helps the student to view himself in a social context." (1)

Total = 5

H. Feelings:

"I look at feelings about issues." (1)

"The main emphasis is the kids' feelings." (1)

"I talk about feelings." (1)

"I want to make students feel positive about the information learned at school." (1)

"It helps to get close to students." (1)

"I relate to the student needs." (2)

"It helped to bring them closer together." (1)

"Students need a chance to express themselves." (1)

"The students need to express their feelings about their school work." (2)

"We need to develop rapport with the students." (1)

"The process of learning involves the feelings." (1)

Categories of Yes Responses (cont'd.) Frequency

"We need to develop a positive attitude to school." (1)

Total = 14

I. Academic Achievement:

"It can help a lack of understanding." (1)

"It helps Special Education Kids." (2)

"It helps non-academic students too." (2)

"It increases learning." (1)

"Relating information to life experience helps remembering it." (1)

Total = 7

J. Experiential Approach:

"It is important to have practical experiences." (1)

"You can learn through past experiences." (1)

"You need to actively participate in all areas of learning." (1)

"The discussions give the teacher feedback." (1)

Total = 4

K. Philosophy:

"There is no better alternative." (1)

Total = 1

As noted in the review of the literature, the problem of teacher stress (Dillon) often leads to a syndrome referred to as "burn-out". The teachers comments about "burn-out" on the personal interview indicated the following data located in Table 10.

TABLE 10

RESPONSE TO QUESTION #11 ON THE PERSONAL INTERVIEW (n=100)

(#11 (a) Have you experienced burn-out?)

Frequency of Yes Responses	Frequency of No Responses	Maybe
47	31	22

The fact that 22% of the teachers interviewed were not sure if they had experienced burn-out is a possible indication of burn-out occurring and the teachers not being aware of what had happened to them. The area of concern with this question is identified by the kinds of responses that were given to how the teachers deal with their feelings of burn-out. These responses are outlined in Table 11.

TABLE 11

CATEGORIES AND FREQUENCY OF RESPONSES TO QUESTION #11(b) ON THE PERSONAL INTERVIEW

(#11 (b) How did you deal with the Burn-out?)

Categories of Responses	Frequency of Responses
Financial Commitment:	
"If I could afford it, I'd quit." (1)	Total = 1
Relocation of Career:	
"switch jobs" (5)	
"try another job" (5)	
"resign" (2)	
	Total = 12

Categories of Responses (cont'd.) — Frequency of Responses

Relocate within the System:

"change schools." (1)

"change grade levels" (1)

"further education" (2)

Total = 4

Maintenance:

"challenge efforts and energy into something new" (1)

"took time off" (1)

"a year's sabbatical" (26)

"try to ride out the storm" (1)

"holiday and hobbies" (1)

"divert thoughts" (1)

"rest" (1)

"lessen the load" (1)

"continue to retirement" (1)

"use the staff as a support system" (1)

"get help" (1)

"ignore it" (1)

"physical activity" (1)

Total = 38

The teachers in this study were asked to respond to how they handle their feelings about the job. The question dealt with their

positive, negative and physical feelings about the job, as well as their feelings about their level of competency on the job. The results of these responses are discussed in Table 12.

TABLE 12

CATEGORIES AND FREQUENCY OF RESPONSES TO QUESTION #10 ON THE PERSONAL INTERVIEW (n=100)

(#10 How are you able to handle the following situation: (a) your positive feelings about teaching; (b) your negative feelings about teaching; (c) your physical well being and (d) your knowledge about your subject matter that you teach?)

Categories of Responses	Frequency of Responses
A. Positive Feelings:	Total = 62
Methodology: honesty with the students	
positive feedback with the students	
positive interaction with the students	
self-confidence of the teacher	
self-disclosure of the teacher	
enthusiasm, energy and relaxed mood	
congruent behavior of the teacher	
Quotations: "I wouldn't be here if I didn't feel positive about the job."	
"I can't see doing anything else."	
B. Negative Feelings:	Total = 50
Methodology: tension	
anxiety	
fatigue	

Table 12 (cont'd.)

Categories of Responses		Frequency of Responses
B. Negative Feelings (cont'd.)		
	withdrawal	
	frustrations	
	loss of enthusiasm	
	pressure	
	lack of self-confidence	
Quotations:	"The job is too demanding."	22
	"The system is the problem with teaching."	
	"I try to hide the negative but you can't."	
	"I become introspective."	
	"I am insecure about having someone come in and take over."	
	"Negative feelings can cause a bad day."	
	"I try harder when I feel negative."	
	"Negative feelings can make you ineffective."	
	"I try to solve the problem of negatives by the group."	
	"When you are negative the students respond in a negative way."	
	"Negatives can affect my energy level."	
	"The longer you teach the less enthusiasm you have about teaching.	
	"The staff environment has a negative effect."	
	"I like being with kids but not always teaching them."	

Table 12 (cont'd.)

Categories of Responses	Frequency of Responses

B. Quotations (cont'd.)

"The first year of teaching has the most negative feelings."

"I try to deal with the negatives on a daily basis."

"It is important to share the negatives too."

"I feel negative when there is little feedback given on the job."

"I try to change the negatives to positives."

"I feel inadequate when I am negative."

"I would like an opportunity to share the negative feelings."

"You just have to grin and bear it."

C. Physical Problems: Total = 5

Methodology: tired/fatigue

ulcers

depression

mental stress

Quotations: "I'm tired.....I have never been so tired."

D. Level of Competence:

Methodology: feelings of competence Total = 72

lack of competence Total = 28

Quotations: "Teaching allows individual initiative."

Table 12 (cont'd.)

Categories of Responses	Frequency of Responses
D. Quotations (cont'd.)	
"Sometimes you fake it."	
"You tend to lack confidence the first year of teaching."	
"You don't like to let people know your inadequacies."	
"I ask for help if I need it."	

In the review of the research literature we discussed the confluent approach to the learning process and the philosophy of the education process. The philosophy of the education process is the integration of both the cognitive and the affective components in the classroom experience (Borich, Kash & Kemp, 1979). The Plan B program of studies at the University of Alberta is described as being an integrated approach to the learning process during the final year of teacher training.

The Plan B program can also be described as a confluent approach to teacher training because it possesses both the cognitive and the affective components that constitute a confluent approach to learning. Of the one hundred teachers in the large sample, three of them were graduates of the Plan program. All three of these teachers are females and have taught for one, two and three years respectively at the Elementary level. The overall comments of these teachers about

the Plan B program are:

(1) that it was a very practical approach to teacher training;

(2) that it was the most valuable part of their program;

(3) that the Plan B program was an integrated approach to training;

(4) that the Plan B program was a confluent approach to training;

(5) that the Plan B program allowed time to deal with such issues as questioning techniques, positive reinforcement, learning partners, discipline problems and the group experience of being able to share fellow student concerns and feelings about teaching.

These particular teachers tended to practise a confluent approach in their individual teaching techniques through the use of affective development programs such as Magic Circle and a daily personal diary. A lot of encouragement is given to the students to express their feelings about school, themselves and others. The teachers were also involved in the process of self-disclosure. These teachers found that the Social Studies program at the Elementary level provided the opportunity to integrate and relate the cognitive and the affective elements in the learning process.

Test Data Results

A. Teacher Concerns Questionnaire (Appendix C)

This test was developed by Frances Fuller and Archie George, University of Texas, Austin 1978. The responses to the fifteen

statements on the above named test indicated the following results when given to the 100 teachers in this study:

(1) Concerns about Self:

Statements #3, 7, 9, 13, 15: (3) Doing well when a supervisor is present.

(7) Feeling more adequate as a teacher.

(9) Being accepted and respected by professional persons.

(13) Getting a favorable evaluation of my teaching.

(15) Maintaining the appropriate degree of class control.

54 of the 100 subjects indicated a concern about the self in relation to teaching. Out of this 54, 38 of the teachers were in need of further inquiry and 16 were having problems according to their standard scores on this test. 46 out of the 100 subjects were considered to fall in the normal range of standard scores.

(2) Concerns about the Task of Teaching:

Statements #1, 2, 5, 10, 14: (1) Lack of instructional materials.

(2) Feeling under pressure too much of the time.

(5) Too many noninstructional duties.

(10) Working with too many students each day.

(14) The routine and inflexibility of the teaching situation.

56 of the 100 subjects indicated a concern about the task of

teaching. Out of this 56, 40 of the teachers needed further inquiry and 16 of them appeared to be having problems according to their standard scores on the test. 44 of the 100 teachers were considered to fall within the normal range of standard scores.

(3) Concerns about the Impact of teaching on the students learning:

Statements #4, 6, 8, 11, 12: (4) Meeting the needs of different kinds of students.

(6) Diagnosing student learning problems.

(8) Challenging unmotivated students.

(11) Guiding students toward intellectual and emotional growth.

(12) Whether each student is getting what he needs.

56 of the 100 teachers indicated a concern about the area of the impact of teaching on the students' learning. Of the 56, 36 of the teachers needed further inquiry and 20 appeared to be having problems according to their standard scores. 43 of the 100 teachers were considered to fall within the normal range of the standard scores.

Table 13 outlines the range of answers on the T.C.Q. by the 100 teachers in the study.

TABLE 13

RANGE OF ANSWERS TO THE 15 STATEMENTS
ON THE T.C.Q. (n=100)

Statements:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Range:															
1	39	15	25	3	27	5	17	4	23	20	2	3	21	33	21
2	20	26	29	9	24	18	26	15	28	22	15	12	28	20	21
3	24	26	22	18	18	35	29	28	28	16	25	32	26	21	26
4	16	18	15	41	23	25	15	39	15	18	37	33	18	16	21
5	3	15	9	28	7	17	13	14	5	16	21	20	7	10	11

Range of Answers:

1 = not concerned

2 = little concern

3 = moderate concern

4 = very concerned

5 = extremely concerned

To bring out the most significant data in Table 13 the items on the Teachers Concerns Questionnaire that are of little or no concern and of very or extremely concerned are presented together with the percentage of teachers that responded to these items on the T.C.Q.. The number in the parenthesis preceding each item refers to the item number on the

T.C.Q. and the number in the parenthesis after each item refers to the percentage of the respondents to that particular item on the T.C.Q..

Little or No Concern about these statements:

(1) Lack of instructional materials. (57%)

(14) The routine and inflexibility of teaching. (53%)

(3) Doing well when a supervisor is present. (54%)

(5) Too many noninstructional duties. (51%)

(9) Being accepted and respected by professional persons. (51%)

Very or Extremely Concerned about these statements:

(4) Meeting the needs of different kinds of students. (70%)

(11) Guiding students toward intellectual and emotional growth. (58%)

(12) Whether each student is getting what he needs. (53%)

(8) Challenging unmotivated students. (53%)

According to the manual, the primary evidence for the validity of these scores on the T.C.Q. takes the form of construct validity. Construct validity represents the extent to which the scores of the various groups of teachers conform to the predictions of their concerns based on the concerns theory. Inservice teachers tend to have higher task and impact concerns than teachers in training. The construct validity relates more to the scores in the area of self and task, and less to the area of impact scores. The reliability of the three scales are Self .79, Task .71 and Impact .77. The manual warns that this test has been used very little in field situations, therefore, any interpretations

of the data should be regarded as tentative hypotheses that should be studied further before any definite conclusions are formed.

Table 14 outlines the concerns of teachers on the T.C.Q. who have taught for one and over fifteen years.

TABLE 14

COMPARISON OF CONCERNS ON T.C.Q. OF 1st AND OVER 15 YEARS TEACHERS

Responses of 1st Year Teachers (n=11)			Responses of Over 15 Years Teachers (n=17)		
Concerns:	Self	5 (45.45%)	Concerns:	Self	12 (70.59%)
	Task	8 (72.72%)		Task	11 (64.71%)
	Impact	5 (45.45%)		Impact	11 (64.71%)

The first year teachers expressed the most concern about the Task of teaching, whereas the teachers who have taught for over 15 years felt more concern about the Self in relation to teaching. These results support the research literature on first year teachers who are represented as being more concerned about the task of teaching than themselves or the impact of their teaching on the students' learning. Teachers who have taught for over 15 years are often more concerned about themselves and the students self concept.

Table 15 outlines the concerns of teachers on the T.C.Q. who were graduates of the University of Alberta and who have taught for one and over fifteen years.

TABLE 15

COMPARISON OF CONCERNS ON T.C.Q. OF UNIVERSITY OF ALBERTA GRADUATES (n=24)

1st Year Teachers (n=9)			Over 15 years Teachers (n=15)		
Concerns:	Self	3 (33%)	Concerns:	Self	11 (78%)
	Task	7 (78%)		Task	9 (60%)
	Impact	5 (56%)		Impact	10 (67%)

The teachers who graduated from the University of Alberta who have taught for one year are concerned about the Task of teaching whereas the teachers who have taught for over fifteen years are concerned about the Self. The results support the data accumulated in Table 15 and the research literature on the number of years of teaching experience. The overall group responses on the T.C.Q. fall in one of the three types of responses: normal, further inquiry and problems.

Table 16 outlines the type and number of responses on the T.C.Q. that the total sample of teachers had in the three areas of concerns.

TABLE 16

TYPES OF RESPONSES ON THE T.C.Q. (n=100)

Types of Responses	Self	Task	Impact
Normal (4 to 6)	46	44	43
Further inquiry (7, 8, 2, 3)	38	40	36
Problems (1 or 9)	16	16	20

The types of responses on the T.C.Q. are established by the standard scores achieved on the T.C.Q.. Standard scores between 4 to 6 are classified as normal. Standard scores of 7, 8, 2 or 3 are classified as needing further inquiry. Standard scores of 1 or 9 are classified as indicating a possible problem in this area.

Table 17 illustrates the distribution of responses in the three areas of concern: Self, Task and Impact. These figures demonstrate a similar number of responses in all three areas of concern by the total sample.

TABLE 17

PERCENTAGE OF CONCERNS OF TOTAL SAMPLE ON T.C.Q. (n=100)

Concerns:	Self	Task	Impact
	54%	56%	56%

Table 18 illustrates the distribution of responses in the three areas of concern. These figures demonstrate a similar number of responses in all three areas of concern by the graduates of the University of Alberta.

TABLE 18

PERCENTAGE OF CONCERNS OF UNIVERSITY OF ALBERTA GRADUATES ON T.C.Q. (n=78)

Concerns:	Self	Task	Impact
	51.2%	52.5%	55.1%

The T.C.Q. statement #11 "guiding students toward intellectual and emotional growth" takes a look at the teachers concerns about the confluent approach to education. The results of the total sample responses to this statement indicated that 58% of the teachers responses range from being very to extremely concerned about this statement in relation to the job of teaching. These results correspond with the results obtained on the personal interview question #12 where 90% of the total sample believed in the confluent approach.

Table 19 outlines the range of responses to Statement #11 on the T.C.Q. by the total sample.

TABLE 19

RANGE OF RESPONSES TO STATEMENT #11 ON T.C.Q. (n=100)

Range of Responses:	1	2	3	4	5
Number of Responses:	2	15	25	37	21

The three teachers who graduated from the Plan B program of teacher training at the University of Alberta had the following results on the T.C.Q.. Table 20 outlines the standard scores of teachers in the Plan B program on the T.C.Q..

TABLE 20

STANDARD SCORES OF PLAN B TEACHERS ON T.C.Q. (n=3)

Concerns:	#91	#94	#95
Self	7	8	8
Task	6	4	5
Impact	8	6	6

All three of the teachers were concerned about the Self in relation to the job of teaching. One of the teachers had concerns about the Impact of her teaching on the students' learning.

The statements #2, 5, 7, 10 and 14 respectively on the T.C.Q. all deal with the concerns about the problem of "burn-out." The results of the responses to these statements on the T.C.Q. test are outlined in Table 21. The range of responses fall between very to extremely concerned range of answers (4 to 5).

TABLE 21

CONCERNS ABOUT BURN-OUT ON T.C.Q.

Statement Number	Number of Responses (4 to 5 range)
2	33
5	30
7	26
10	34
14	25

B. Teacher Needs Assessment Survey: (Appendix B)
(University of Indiana 1975)

The research literature on the above test lists the following seven factors as emerging from the 41 statements of needs:

(1) Interpersonal Communication and Administration

(2) Developing Pupil Self

(3) Individualizing Instruction

(4) Assessment

(5) Discipline

(6) Developing Personal Self

(7) Classroom Management

Table 22 outlines the results of the large sample responses on the T.N.A.S. according to the seven factors stated above.

TABLE 22

RESPONSES, PERCENTILES AND RANK ORDER OF THE SEVEN FACTORS ON T.N.A.S.

Factors	Responses		Percentiles		Rank Order	
	Self	Others	Self	Others	Self	Others
1.	26	28	27	28	4	5
2.	43	43	44	43	2	3
3.	41	48	42	48	3	2
4.	14	15	14	15	6	6
5.	51	59	52	59	1	1
6.	10	14	10	14	7	7
7.	22	29	22	29	5	4

The range of desired training area will differ as a function of the group that is asked to respond. Teachers were asked to respond to each item on the test in two ways: (1) how they saw each training area as a personal need and (2) how they saw each skill training area as a need of teachers in general. The purpose of this dual rating was to determine whether any major discrepancy existed between the two

points of view. The results of this dual approach indicated three areas that represent the skill domains which teachers view as needing further skill development. These three areas are discipline, developing pupil self and individualizing instruction. Ingersoll, Jackson and Walden (1975) found that two aspects represented the skill domains which teachers viewed as need areas. These two aspects were developing pupil self and individualizing instruction. These aspects relate to the affective domain of skill training.

The area with the highest number of responses was that of discipline. This supports the data accumulated on the personal interview. Discipline was also the second highest area of concern in the nine themes on the personal interview. The data on the T.N.A.S. relates to the need for further skill training in the area of the affective domain. This information supports the data accumulated on the personal interview question number 12 where 90% of the teachers supported the use of a confluent approach to the education process, i.e. the approach involving the integration of the affective and the cognitive elements.

Table 23 outlines the responses, percentiles and rank order on the T.N.A.S. of the first year teachers and teachers who have taught for over fifteen years.

TABLE 23

RESPONSES, PERCENTILES AND RANK ORDER OF THE SEVEN FACTORS ON THE T.N.A.S.

((n=11) First Yr. Teachers and (n=17) Over Fifteen Yrs. Teachers)

Factors	Responses		Percentiles		Rank Order	
	1st Yr.	Over 15	1st Yr.	Over 15	1st Yr.	Over 15
1.	4	5	36	29	5	3
2.	5	5	45	29	4	3
3.	7	6	64	35	2	2
4.	2	4	18	24	6	4
5.	11	7	100	41	1	1
6.	1	2	9	12	7	5
7.	6	4	55	24	3	4

Table 24 outlines the responses, percentiles and rank order on the T.N.A.S. of the University of Alberta graduates who have taught for one year and over fifteen years.

TABLE 24

RESPONSES, PERCENTILES AND RANK ORDER OF THE SEVEN FACTORS ON THE T.N.A.S.

(U of A graduates who have taught one year and over 15 yrs)(n=9 & n=15)

Factors	Responses		Percentiles		Rank Order	
	1st (9)	Over 15(15)	1st	Over 15	1st	Over 15
1.	3	4	33	27	4	3
2.	4	5	44	33	3	2
3.	6	5	67	33	2	2
4.	1	3	11	20	5	4
5.	9	6	100	40	1	1
6.	1	2	11	13	5	5
7.	4	3	44	20	3	4

The three teachers who graduated from the Plan B program identified the following areas of need for further skill training on the T.N.A.S.. Two out of three identified the need for further skill training in developing pupil self; 3 out of 3 identified the need for further skill training in the area of individualizing instruction; 3 out of 3 identified the need for further skill training in the area of developing personal self; 2 out of 3 identified the need for further skill training in the area of discipline and 2 out of 3 identified the need for further skill training in the area of classroom management.

The T.N.A.S. is not a well tested, reliable and valid test instru-

ment to date. However it offers some interesting data that helps to give support to the data accumulated on the other test instruments. The teachers in this study found the T.N.A.S. test instrument the most difficult to answer. Several teachers disliked having to choose what skill training other teachers may need. Some of the teachers refused to even answer for other teachers.

The most valuable aspect of the data accumulated through the use of the T.N.A.S. was that the same high ratio of factors in the area of pupil self development and individualizing instruction appeared in this study as did in the study done by the developers of this test instrument. Further research is necessary in order to make the T.N.A.S. a better test instrument for research in the area of teacher education.

C. The Relationship Between the Questionnaire and the Test Data

The author outlines the relationship between the three test instruments utilized in this study. This information is found in the three parts of Table 25: (A) the large sample of 100 teachers; (B) the teachers who have taught for one or over fifteen years in the large sample and (C) the teachers who graduated from the University of Alberta who have taught for one or over fifteen years.

TABLE 25

THE RESULTS OF THE THREE TEST INSTRUMENTS IN THIS STUDY

Personal Interview Nine Themes (n=100)	# Responses	T.C.Q. Areas of Concern (3) (n=100)	# Responses	T.N.A.S. Seven Factors (n=98) self (n=96) others	# Responses
A. 1. Theory vs. Practical	89	Task of Teaching	56		
2. Discipline	46			Discipline	51/59
3. Personal Development of Students	46			Developing Pupil Self	43/43
4. Personal Development of Teachers	42	Self	54	Developing Personal Self	10/14
5. Individual Differences	29	Impact of Teaching on the student's learning	56	Individualizing Instruction	41/48
6. Interpersonal Communication and Administration	25			Interpersonal communication and administration	26/28
7. Classroom Management	17			Classroom Management	22/29
8. Level of Competence	6				
9. Diagnosis	5			Assessment	14/15

TABLE 25 (cont'd.)

B. Comparison of First Year Teachers and Teachers Who Have Taught Over Fifteen Years

	Personal Interview						T.C.Q.				T.N.A.S.					
	1st Yr. (11)			Over 15 (17)			1st Yr. (11)		Over 15(17)		1st Yr. (11)			Over 15 (17)		
Themes	#	%	Rank	#	%	Rank	Concerns	#	%	#	%	Needs	#	%	Rank	#	%	Rank
1.	9	89	1	15	88	1	1.	8	72	11	65							
2.	7	67	2	7	41	4						2.	11	100	1	7	41	1
3.	1	11	6	4	24	6						3.	5	45	4	5	29	3
4.	-	-	-	3	18	7	4.	5	45	12	70	4.	1	9	7	2	12	5
5.	4	22	4	4	24	6	5.	5	45	11	65	5.	7	64	2	6	35	2
6.	5	44	3	10	59	2						6.	4	36	5	5	29	3
7.	2	11	5	5	29	5						7.	6	55	3	4	24	4
8.	1	11	6	2	12	8												
9.	5	44	3	8	4	3						9.	2	18	6	4	24	4

TABLE 25 (cont'd.)

C. Comparison of University of Alberta Graduates: 1st Year and Over 15 Years

	Personal Interview						T.C.Q.				T.N.A.S.					
	1st Yr. (n=9)			Over 15 (n=15)			1st Yr. (n=9)		Over 15 (n=15)		1st Yr. (n=9)			Over 15 (n=15)		
	#	%	Rank	#	%	Rank	#	%	#	%	#	%	Rank	#	%	Rank
Themes							Concerns				Needs					
1.	9	100	1	13	87	1	1. 7	78	9	60						
2.	5	56	2	6	40	4					2. 9	100	1	6	40	1
3.	-	-	6	4	27	5					3. 4	44	3	5	33	2
4.	-	-	-	2	13	7	4. 3	33	11	73	4. 1	11	5	2	13	5
5.	3	33	3	3	20	6	5. 5	56	10	67	5. 6	67	2	5	33	2
6.	5	56	2	10	67	2					6. 3	33	4	4	27	3
7.	2	22	4	4	27	5					7. 4	44	3	3	20	4
8.	1	11	5	1	7	8										
9.	5	56	2	8	53	3					9. 1	11	5	3	20	4

CHAPTER V

SUMMARY, DISCUSSION AND RECOMMENDATIONS FOR FUTURE RESEARCH

Summary

The effect of an ever changing world has a direct bearing on the need for our educational institutions to promote and facilitate changes. Learning is not a stagnant process but represents a continuum. For an educational system to provide current approaches to learning the training program must be evaluated on an ongoing basis.

The research literature on teacher education reinforces the need to utilize teachers in the field to provide the necessary input for making alterations in the training programs. There are few current and reliable test instruments available to compile this data. The lack of adequate test instruments was a concern in this study.

The learning process involves the thoughts, feelings, physical activity and decision-making power of the individual. In order for optimum learning to take place these four factors must become integrated within the educational process. The research literature refers to this type of educational process as being confluent. In the confluent approach, the learner and not the subject matter is the most important element.

One of the purposes of the present study was to introduce the use of teacher input into the development of the teacher training programs.

The data accumulated was obtained through the use of a personal interview and two objective test instruments that explored the needs and concerns of the 100 teacher volunteers.

Both the personal interview and test instruments data were compiled for evaluation. The personal interview consisted of sixteen questions developed by the author. The test instruments were the Teacher Needs Assessment Survey and the Teacher Concerns Questionnaire. The results of the personal interview data indicated that teachers in the field were more concerned about the relationship between the amount of theory presented, and the amount of practical experience provided to teachers in training; an improved means of screening entrants to teacher training programs; the importance of personal development as well as academia; closer and better communication between the university and consultants; the provision of the opportunity to see one another teach in order to share ideas and approaches to better learning; provision of the opportunity to give and receive feedback; the need for the awareness that teachers have individual differences and needs; the provision of courses in the area of stress management and relaxation as a preventative measure against "burn-out" and teacher turn over; the need for teachers who train teachers to keep in touch with the reality of the classroom situation and finally, the support for the continued use of a longer student practicum. Negative feedback from the respondents about the T.N.A.S. indicate a need for the development of better test instruments in the area of teacher

education. Any new test instruments in this area should take into consideration the need for a multi-faceted view of the in-service needs of the teacher. The data accumulated on the Teacher Needs Assessment Survey indicated the need for further skill training in the affective domain. That is, the results supported the findings obtained by Gary Ingersol at the University of Indiana. The data accumulated on the Teacher Concerns Questionnaire indicated a high level of concern in the area of the Self.

Research indicates the need for major changes in education. The basis for such change will be for the sake of increasing student learning and not just for the sake of change. In order for such a change to take place, there must be a level of co-operation established between teachers and educational administrators. Too often teachers claim that change must be made by administrators and administrators claim that they can't find teachers who want to make these changes. The end result tends to be nothing happens. "Successful and permanent changes have to be a co-operative process" (Stewart 1975, 1130).

> It behooves the training institutions to utilize the knowledge and experience of the highly successful active teachers as they review and revise their training programs. (Youngs 1977, 48)

Discussion of Results

Question 1: How do teachers perceive the cognitive approach to teacher education and the quality of the learning process?

The results of the data accumulated on the personal interview

indicated that 89% were concerned about the relationship between the theoretical and the practical approach to teacher training. The one hundred volunteer teachers expressed their concerns about the insufficient amount of time that is spent on the practical side of the teacher training which suggests that these people could not identify the carry over from cognitively-oriented instruction to practically-oriented application; and it further suggests an identification in their minds between the affective and the practical. Their perception of the type of training that they received resulted in 50% of the teachers categorizing their training as being primarily cognitive in nature. The University of Alberta graduates (78) perceived their teacher training as being primarily cognitive in nature also (52%).

Question 2: How do teachers perceive the affective approach to teacher education and the quality of the learning process?

The results of the data accumulated on the personal interview indicated that 90% of the large sample of teachers questioned supported the use of the confluent approach in the learning process. According to the definition of confluent education, the affective elements constitute one part of this approach to learning. In the teachers' answers to the second part of the question on confluent education, they indicated the importance of integration, balance and the experiential approach to learning (Table 10, p. 49). The results of the data accumulated on the Teacher Concerns Questionnaire indicated that 70% of the 99 teachers were very or extremely concerned about meeting the needs of different

kinds of students. The results of the data accumulated on the Teacher Needs Assessment Survey indicated that 51.3% of the University of Alberta graduates (72) felt a need for further skill training in the area of developing pupil self.

Question 3: How do teachers perceive the confluent approach to teacher education and the quality of the learning process?

The results of the data accumulated on the personal interview indicated that 90% of the 100 teachers supported a confluent approach to learning. Table 10 outlines the second part of this question and illustrates the teachers' responses to how they would handle the use of a confluent approach within the education process. The large sample of teachers indicated concern about their ability to guide students toward intellectual and emotional growth according to the results on the Teachers Concern Questionnaire. These results indicated that 58% of the teachers were very or extremely concerned about this area of development (Question #11 on T.C.Q.). Three of the volunteer teachers graduated from the Plan B program of studies at the University of Alberta. This program could be described as being confluent. The integration of both the cognitive and the affective components takes place in the Plan B program. The teachers in this program described it as being the most productive part of their teacher education. These three teachers in the Plan B program indicated a need for further skill training in the areas of developing pupil self, developing personal self and individual instruction according to their results on the Teacher

Needs Assessment Survey.

Limitations

The following factors outline the limitations of this study:

(1) There are too many variables in the study, i.e. sex, age, grade levels.

(2) There is some confusion and misunderstanding about the test instruments utilized in the study, i.e. The T.N.A.S. and the personal interview question #10: How are you able to handle the following situations: (a) your positive feelings about teaching? (b) your negative feelings about teaching? (c) your physical well being? (d) your knowledge about your subject matter that you teach?

(3) The T.N.A.S. is statistically a poor test instrument which has not been widely used or well tested.

(4) The information achieved from the Plan B program teachers is not significant in number since it only represents three teachers.

(5) This is not a random sample of subjects.

Significance of the Study

(1) It is a rather large sample of subjects. (n=100)

(2) The personal interview endeavoured to attack the issues from several different angles.

(3) The personal interview was developed by the author of this study.

(4) The interviewing involved numerous hours, i.e. thirty minutes per teacher.

(5) The interviews were taped as well as recorded on paper.

(6) The interviewers were trained.

(7) The three test instruments used in this study were tested during the trial run of the study when a small sample of teachers (10) was used. This trial run was an exploration to see the kind of information that these test instruments would accumulate.

Recommendations

The development of an effective teacher education program and a confluent approach to the learning process can be jointly shared and studied if we consider a goal of teacher education to be the development of an effective program. It may be argued that the theoretical part of teacher education may be related to the cognitive components, and that the practical part of teacher education may be related to the affective components.

The following are a list of recommendations that the author would like to present for consideration:

a) Recommendations related to teacher education:

(1) The use of teachers in the field as a source of information for the development of teacher education programs.

(2) There is a need to create a good balance between the theoretical and practical part of teacher training.

(3) The use of video tape recordings in teacher education as a stimulus and a process.

(4) The use of professors in the teacher training program who

teach in the school system on a regular basis.

(5) The establishment of better communication with consultants in the field of education.

b) Recommendations related to further research study:

(1) The development of better objective test instruments in the area of teacher education.

(2) The use of a smaller sample size would be more manageable.

(3) A better way of screening applicants for the Faculty of Education, i.e. testing and the development of test instruments to do this.

(4) The research of teacher needs and student needs for the development of teacher training programs, i.e. Leeds University Study.

(5) Further exploration into the Plan B type of program, i.e. utilizing more subjects who have taken this approach.

(6) A comparative study of one university teacher training with another, i.e. University of Alberta with University of Saskatchewan (Regina).

(7) The need to look at the selection of candidates for teaching on the basis of their academics as well as the personality of the individual teacher.

c) Developments to enhance training programs:

(1) The need to create compulsory courses in the area of personal development of the teacher.

(2) The development of required in-service courses as a basis for securing teacher certification.

(3) The establishment of a longer practical experience in order to create the reality of the classroom situation and the task of teaching.

(4) The creation of better in-service programs that tap the needs, concerns and the research ideas about teacher education.

(5) The use of the group process in teacher education which facilitates the establishment of the confluent approach to learning.

(6) The creation of a teacher support system to help combat such problems as teacher "burn-out" and teacher turn over, i.e. such a system has previously been implemented by the Edmonton Public School Board but at present it is the only one in Canada.

(7) The creation of courses in stress and time management as a preventative measure against such problems as "burn-out", staff turn over and professional cynicism.

(8) The implementation of the "Heart of Teaching" program as both a preservice and in-service program in teacher education. (Agency for Instructional Television, Bloomington, Indiana)

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APPENDICES

APPENDIX A

PERSONAL INTERVIEW FORMAT

(1) Name:

(2) Sex: Male/Female

(3) Age: Under 30
30-45
45-60
Over 60

(4) Length of teaching experience: Student Teacher
1-5 years
5-10 years
10-15 years
Over 15 years

(5) Training: Where?
Year graduated?
Length of training?
Amount of student teaching?

(6) Was teaching your first choice as a vocation? Yes No
If no, what was your first choice of vocation?

(7) Area of training: Early Childhood Services
Elementary
Secondary
Special Education i.e. Remedial Reading
Learning Assistance
Program

(8) What do you feel are some of the frequent problems that you must deal with in teaching? (List in order of their importance to you)

(9) Now that you have been teaching for some time, are there any things that you find valuable about your teacher training program? What would you like to see included in the program? What would you like to see excluded in the program?

(10) How are you able to handle the following situations:
(a) your positive feelings about teaching?
(b) your negative feelings about teaching?

(c) your physical well being? i.e. health
(d) your knowledge about your subject matter that you teach?

(11) Have you heard of the term "burn-out"? Yes No
If yes, what does it mean to you? Have you experienced burn-out? If so, how did you deal with the burn-out?

(12) Do you believe in a confluent or humanistic approach to education? If so, how would you handle it within the education process? (The interviewer may define the term confluent - see copy of term)

(13) How can the teacher training program better assist a teacher in dealing with the different kinds of problems in teaching? i.e. the reality of the classroom situation.

(14) Do you have any other comments about the teacher training program?

(15) How would you perceive your teacher training as being? (a) confluent (b) cognitive (c) affective.

(16) Do you have any comments about the interview you have just completed?

APPENDIX B

TEACHER NEEDS ASSESSMENT SURVEY

(Monroe County Community Schools Inservice Planning Committee and The National Center for the Development of Training Materials in Teacher Education)

The inservice needs assessment survey consists of a number of generally recognized problem areas in which teachers could be helped through inservice training. Please read each item and decide whether or not it constitutes an area of need for yourself and for other teachers. Each statement defines an area of need. Mark the degree to which you agree or disagree with each as an area in which you feel you could use some training (Section A). Mark the degree to which you agree or disagree with each as an area in which you feel other teachers could use some training (Section B). If you strongly disagree (SD) that you have a need for skill training in that area mark (SD); if you disagree with the statement as an area of need, mark (D); if you are uncertain mark (U); if you agree that the item reflects an area in which you need training, mark (A); and if you strongly agree mark (SA). Circle the letter(s) of your choice.

SD-Strongly Disagree D-Disagree U-Undecided A-Agree SA-Strongly Agree

There is a need for Skill Training in:	Self (A)					Others (B)				
1. Diagnosing basic learning difficulties.	SD	D	U	A	SA	SD	D	U	A	SA
2. Constructing and using tests for evaluating academic progress	SD	D	U	A	SA	SD	D	U	A	SA
3. Identifying student disabilities that need referral or special remedial work	SD	D	U	A	SA	SD	D	U	A	SA
4. Identifying student attitudes in order to better relate to problems	SD	D	U	A	SA	SD	D	U	A	SA
5. Establishing appropriate performance	SD	D	U	A	SA	SD	D	U	A	SA
6. Involving students in self-evaluation	SD	D	U	A	SA	SD	D	U	A	SA
7. Teacher-pupil verbal interaction	SD	D	U	A	SA	SD	D	U	A	SA
8. Deciding what teaching technique is best for a particular intended outcome	SD	D	U	A	SA	SD	D	U	A	SA
9. Selecting and specifying perfor-										

	Self (A)					Others (B)				
mance goals and objectives	SD	D	U	A	SA	SD	D	U	A	SA
10. Planning teaching activities with other teachers or administrators	SD	D	U	A	SA	SD	D	U	A	SA
11. Creating useful remedial materials	SD	D	U	A	SA	SD	D	U	A	SA
12. Evaluating instruction/instructional design	SD	D	U	A	SA	SD	D	U	A	SA
13. Motivating students to learn on their own	SD	D	U	A	SA	SD	D	U	A	SA
14. Keeping abreast of developments in your own subject matter area	SD	D	U	A	SA	SD	D	U	A	SA
15. Selecting and developing materials and activities appropriate for individualized instruction	SD	D	U	A	SA	SD	D	U	A	SA
16. Implementing and supervising individualized instruction	SD	D	U	A	SA	SD	D	U	A	SA
17. Using questioning procedures that promote discussion	SD	D	U	A	SA	SD	D	U	A	SA
18. Utilization of audio-visual equipment and other mechanical aids	SD	D	U	A	SA	SD	D	U	A	SA
19. Gearing instruction to problem solving	SD	D	U	A	SA	SD	D	U	A	SA
20. General presentation of information and directions	SD	D	U	A	SA	SD	D	U	A	SA
21. Providing for reinforcement	SD	D	U	A	SA	SD	D	U	A	SA
22. Deciding on appropriate pupil grouping procedures for instruction	SD	D	U	A	SA	SD	D	U	A	SA
23. Constructively using evaluation in helping student progress	SD	D	U	A	SA	SD	D	U	A	SA
24. Managing classroom affairs in order to get maximum benefit from supervising, aids, tutors, etc.	SD	D	U	A	SA	SD	D	U	A	SA
25. Knowing where to refer student problems beyond what can be handled by the teacher	SD	D	U	A	SA	SD	D	U	A	SA
26. Useful methods of classroom discipline and when to use them	SD	D	U	A	SA	SD	D	U	A	SA
27. Maintaining classroom control without appearing as an ogre to the students	SD	D	U	A	SA	SD	D	U	A	SA
28. Communicating and interacting with parents	SD	D	U	A	SA	SD	D	U	A	SA
29. Counselling and conferring with students	SD	D	U	A	SA	SD	D	U	A	SA

	Self (A)					Others (B)				
30. Involving others in the school program	SD	D	U	A	SA	SD	D	U	A	SA
31. Developing a personal self-evaluation method	SD	D	U	A	SA	SD	D	U	A	SA
32. Developing a broad acceptance of self	SD	D	U	A	SA	SD	D	U	A	SA
33. Accepting personal responsibilities	SD	D	U	A	SA	SD	D	U	A	SA
34. Developing a capacity of accepting others' feelings	SD	D	U	A	SA	SD	D	U	A	SA
35. Facilitating pupil self-concept and worth	SD	D	U	A	SA	SD	D	U	A	SA
36. Facilitating pupil social interaction	SD	D	U	A	SA	SD	D	U	A	SA
37. Facilitating development of pupil responsibility	SD	D	U	A	SA	SD	D	U	A	SA
38. Stimulating growth of pupil attitudes and values	SD	D	U	A	SA	SD	D	U	A	SA
39. Instilling in the student the will to learn on his own initiative	SD	D	U	A	SA	SD	D	U	A	SA
40. Developing or modifying instructional procedures to suit your own strengths	SD	D	U	A	SA	SD	D	U	A	SA
41. Identifying the gifted and talented students	SD	D	U	A	SA	SD	D	U	A	SA

APPENDIX C

TEACHER CONCERNS QUESTIONNAIRE

(Frances Fuller and Archie George
Research and Development Center for Teacher Education
The University of Texas at Austin)

1. Name _____

   Male ____ Female ____ Age ____ Date Completed _____

2. Circle the one that best describes your teaching experience:

   1. No education courses and no formal classroom observation or teaching experience
   2. Education courses but no formal observation or teaching experience
   3. Education courses and observation experience but no teaching
   4. Presently student teaching
   5. Completed student teaching
   6. Presently an inservice teacher

3. If you are a student:

   Freshman ___ Sophomore ___ Junior ___ Senior ___ Graduate ___

4. The level you plan to teach (if student) or are now teaching (if inservice):

   Preschool ___ Elementary ___ Junior High ___ Senior High ___

   College ___ Other _____

5. If currently teaching:

   Average number of students you teach per class: _____

   Number of Years teaching experience: _____

DIRECTIONS: This checklist is designed to explore what teachers are concerned about at different points in their careers. There are, of course, no right or wrong answers; each person has his or her own concerns.

We consider you to be "concerned" about a thing <u>if you think about it frequently and would like to do something about it personally</u>. You are not concerned about a thing simply because you believe it is important--if it seldom crosses your mind, or you are satisfied with the current state of affairs, do not say you are concerned about it. You may be concerned about problems, but you may also be concerned about opportunities which could be realized. You may be concerned about things you are not currently dealing with, but only if you anticipate dealing with them and frequently think about them from this point of view. In short, you are concerned about it if <u>you often think about it</u> and would like to do something about it.

Read each statement, then ask yourself:

WHEN I THINK ABOUT MY TEACHING, HOW MUCH AM I CONCERNED ABOUT THIS?

1 = Not concerned

2 = A little concerned

3 = Moderately concerned

4 = Very concerned

5 = Extremely concerned

1. Lack of instructional materials	1 2 3 4 5
2. Feeling under pressure too much of the time	1 2 3 4 5
3. Doing well when a supervisor is present	1 2 3 4 5
4. Meeting the needs of different kinds of students ...	1 2 3 4 5
5. Too many noninstructional duties	1 2 3 4 5
6. Diagnosing student learning problems	1 2 3 4 5
7. Feeling more adequate as a teacher	1 2 3 4 5
8. Challenging unmotivated students	1 2 3 4 5
9. Being accepted and respected by professional persons	1 2 3 4 5
10. Working with too many students each day	1 2 3 4 5
11. Guiding students toward intellectual and emotional growth ..	1 2 3 4 5
12. Whether each student is getting what he needs.....	1 2 3 4 5
13. Getting a favorable evaluation of my teaching	1 2 3 4 5
14. The routine and inflexibility of the teaching situation.	1 2 3 4 5
15. Maintaining the appropriate degree of class control..	1 2 3 4 5

Please use this space for any comments
or to express additional concerns.

APPENDIX D

CHART ON THE LEEDS STUDY-QUESTIONNAIRE

Areas of Concern/Need	Age Levels 3-9Yrs.	9-13Yrs.	13-18Yrs.
Entry Qualifications	Adequate 61.8% Inadequate 37.7%	Adequate 45% Inadequate 54.4%	Adequate 22% Inadequate 77.5%
Relationship between Theory and Practice	87.2% too much theory		89% too much theory
Preparation for Teacher Practice	Fairly well prepared: 67.6% Badly prepared: 26.5%		Fairly well: 70.8% Badly: 22.6%
Allocation of Time for Teacher Practice	Several Practices: 36% Two Practices: 1/2 term each 31.2%		Two 1/2 term each: 45.8% Full term once: 21%
Supervision of Teacher Practice	University, teacher: 29.4% University, teacher, dept. head: 27.9%		University, teacher: 27.3% University/teacher/ dept. head: 13%
Probationary Year- Supervision and Guidance	Insufficient: 50.4% Sufficient: 49%		Insufficient: 60.5% Sufficient: 39.2%
Supervision and Guidance	School: 53.4% School and School Board: 21.6%		School: 64.8% School and School Board: 15.2%

APPENDIX E

DATA ON THE RANDOM SAMPLE GROUP (n=30)

Variable	Group	Frequency
Sex	Male	15
	Female	15
University	Alberta	23
	Other	7
Level of Teaching	Elementary	12
	Junior High	12
	Senior High	6
Years of Teaching	1 to 5 years	9
	6 to 10 years	7
	11 to 15 years	7
	Over 15 years	7

APPENDIX F

COMMENTS OF INDIVIDUAL TEACHERS (n=30)

(Questions #8, 9, 11, 13, 14 on the Personal Interview)

Themes:

A. Importance of individual approach to teaching:

"We need to get to know our students as individuals and to show an interest in them."

"Teaching is a highly individualized operation."

"Sometimes we need to put the curriculum on the back burner and deal with the child's needs."

"Each child is an individual."

"You must be able to deal with human beings ..... if you can't you can't teach."

"The school system does not allow for a humanistic approach .... it is like a jail."

"I need to recognize my strengths and weaknesses as well as those of the students."

B. Dissatisfaction with the profession and with their own lives:

"I don't like being in control of other human beings."

"I couldn't quit even if I wanted to because it is an economic thing for me."

"Where else can I go at my age?"

"Some days I just need to be away from the kids."

C. Personal Needs/Recognition: Teachers

"This interview allows me to reflect on myself as a teacher."

"It is nice to know that someone is interested in teachers."

APPENDIX F (cont'd.)

D. Methods of Teacher Education:

"University is no place where preparation takes place, it is the first year of teaching."

"People can either teach or they can't."

"The practical approach is the best way to learn how to teach."

"I was as well trained when I left school at age 18 as I was when I left teacher training."

"Beginning to teach is like starting with nothing."

E. The Problems of Education, the School and the System:

"People change not the systems."

"We assume that students want to learn."

"Education has really not changed much since my day."

"They still use books that I used in high school ..... that is criminal."

"Why do we always re-invent the wheel?"

F. Student Needs:

"We should try to prepare students for life and not for an occupation."

"There are more profound things that we have to teach them besides the subject matter."

APPENDIX G

A Pearson Chi Square Analysis: Table 8

Observed (O)	Expected (E)	O-E	$(O-E)^2/E$
11	9.65	1.35	.18
11	11.00	0	.00
0	1.35	-1.35	1.35
32	33.35	-1.35	.05
38	38.00	0	.00
6	4.65	1.35	.39

1.98544 obs $X^2(2)$

degrees of freedom=2

one tailed test of significance: .01=7.82

.05=4.60

Chi square critical: .1 =3.22